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ABSTRACT

The classroom management system of a junior high school reading program was designed to provide an atmosphere in which students could develop positive self concepts, responsible independence, and improved reading skills. To stress skill accountability, the class was organized as a business company where each student interviewed for a specific job, agreed to follow company policies, and received pay checks and other company benefits. Learning activities were divided among five areas: free reading, free writing, vocabulary, comprehension, and study skills; small group instruction was emphasized. A program packet was developed and includes lists of company policies and benefits, an interview format, a job list, a letter to parents, a company information sheet, a job application, a paycheck form, and time cards. (The packet is included.) (MAI)

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READING CLASSROOM MANAGEMENT SYSTEM

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23rd Annual National-International
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CS004231

BEING NOBODY

Have you ever felt like nobody?

Just a tiny speck of air.

When everyone's around you,

And you are just not there.

Who are Junior High readers? What is a Junior High reading program? How can a right program be managed?

Many times as a reading teacher of Junior High, I ask myself these questions. Junior High reading is unique and should be developed as a program in itself. It must be a program that is developed for the "unique" Junior High reader.

This program should work to develop positive self-concepts and an independent responsibility. The program should take a semi-dependent reading student and develop an independent reading student. It should be set up to take the semi-dependence and developing concepts and end up with independent responsible and positive self-concept in good reading. Since reading is so closely tied to these areas, this reading classroom management program has two goals. The first being the total responsible independent reading student, and the second a positive self-concept. The responsible independence comes from the skill accountability of the reading skills. Both of these combined gives the total picture: the development of a <u>responsible good reader</u>.

The first step in the program was to develop a skill accountability. More time had to be spent on the teaching of skills to make skill accountability a very important part. Students must know the skills and be confident in the skills to improve their self-concept. This gives that degree of success and a positive feeling. In order to get this accountability, the goals of the curriculum were to make the skills and students accountable for these skills.

Reading is an excellent place to do this because of the idea that reading is one of the most relevant areas and covers all points of our lives. Reading is also so closely tied with a persons self-concept and attitudes, that by providing good skills and success with the skills the students will improve their self-concepts and be better readers. The more positive they feel and the more they succeed with skills the better they will read.

The program management will best be seen, seeing how a class works. This is the first goal of skill accountability.

The structure of the class is small groups. The class is divided according to an individual IRI to determine two reading level groups. These two groups are then able to work at their reading level or close to it. After the IRI any materials on the students grade level may be used to teach the skills. The teacher is not dependent on one program but can pool resources to get a skill across. The accountability comes from pretest, teaching, and post test. The curriculum is as follows:

1. FREE READING - 10 Minutes
   This is a USST approach of silent pleasure reading. Students select books of their choice to read. This is also a time to work with rate and flexibility.

2. FREE WRITING - 5 Minutes
   This goes along with the Free Reading. It is the basis for creative writing. It gives the student a chance to just get used to the flow of writing. It begins with a journal and then proceeds to prepared papers. Also a good time for creative writing.

3. VOCABULARY - 10 Minutes
   The vocabulary is taught in context and taken from weekly material. The word is introduced by whatever reading approach that appears to a particular word. Mastery Tests are used for spelling and sight recognition.

4. COMPREHENSION - 10 Minutes
   The levels of literal inferential and critical comprehension is sequenced and taught.

5. STUDY SKILLS - 10 Minutes
   These skills are sequenced and taught in small units.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Vocabulary Group I Creative Writing Group II Total Comp Study Skills	Vocabulary II Creative Writing Total Comp. Study Skills	Library or Special Units	Mastery Tests Individual Conference	Spelling - dictionary Speech Quiz Enrichment

With this strong introduction of skills and the importance of the class being structured to use every available minute of the day to teach the skills, class must be set up as effectively as possible. There is no time to waste. The students will be more responsible for themsleves and what goes on in the classroom. It should be their actions more than mine as the teacher. Then as a teacher, I am more able to have contact with more students and also more time to spend teaching. The students in these classes are able to have control over the running of the class and the behavior within the class. They learn a valuable responsibility of doing a job and doing it well. With this gain of self-respect, they can obtain again the goal of the positive self-concept and be better students.

Therefore, I feel that by using students in jobs, it teaches them the important lesson of job responsibility and their importance as an individual. They become more responsible individuals and therefore more responsible and learning students. Every student is needed and every student is somebody. In the end, this feeling of being an important somebody leads to a more positive feeling as a student and as a reader!

Every student in class has a job and is responsible for that job. The class begins by each student showing their student ID. This is shown to the time card foreman. The attendance supervisor then takes roll. Each student will read for 10 minutes as soon as the bell rings. The librarian is in charge of the 10 minutes and keeps a running record of the books the students read. The Audio visual person will set up the equipment (also making sure that it has been checked out from the library.) The materials manager then hands out books needed and the file clerk returns any papers that need to be handed out. The area managers are in charge of their groups and keeping the assignments that are due and keeping their groups informed. The assistant manager is in charge of making sure that all students are doing as they should. She/he will dock students time for not paying attention.

At the end of the class the pollution control officer will dismiss rows as each row is quiet and sitting in their seats. The secretary works at helping get grades recorded on homework. She/he also is in charge of writing thank-you notes. The public relations officer is in charge of speakers and visitors to class, making them feel welcome and introducing them.

The other jobs work approximately once a week and are in charge of the pay day. The bookkeeper will take the time cards on Thursday and will make out individual pay checks. These will be passed out Friday, the last 10 minutes of class. The credit union clerk will then collect pay checks in exchange for coffee breaks (which has been planned by the coffee break chairman.) Those not earning a coffee break will go to the library for study time. The student may choose to save the money and also work that period or they may spend it for a coffee break. The credit union clerk records all the information.

Before payday on Friday, the secretary announces the employee of the week and group of the week. These are posted on the bulletin board. The pay period begins on that Friday with new time cards made by the time card manufacturer.

As you can see the students can control the running of the class and classroom behavior. They can develop a positive motivated learning environment. Therefore more learning will occur. The following policies and benefits keep the order of the class. They are as follows:

THE COMPANY POLICIES ARE:

1. Each employee will have a time card that will record the work for the day.
2. Each employee must show a company and/or school ID to be recorded on time card.
3. An employee may be docked for:
   a. Not showing ID card
   b. Not calling in when he is not able to come to work
   c. Being tardy to his job
   d. Not doing his/her job
   e. Forgetting tools and equipment
   f. Class disturbances
4. Each employee must abide by all company rules and regulations
5. Getting along with co-workers is an important part of your job
6. Remember, you are not the only one qualified to do your job
7. Equipment damaged in the plant and material wasted will be paid for by employees
8. Your attitude on the job counts
9. No work will be accepted after a deadline is set

THE COMPANY BENEFITS ARE:

1. Each employee will be paid $2.00 per class period. A student recieving the Employee of the Week Award will be paid 25¢ hour raise. The pay period will be from Friday through the following Thursday with Payday on Friday.
2. Each employee will be paid double for overtime
3. A coffee break will be taken at the end of each week
4. Each employee will have 3 paid sick days. In order to use them, the employee must call in when he/she cannot come to work.
5. Employees will be paid on holidays
6. There is a company credit union in which employees can deposit their money to earn a higher rate of interest.

Although it is important to make all classes relevant and teach skills for the real workd, I think reading is an excellent place to do it becuase of the idea that reading is one of the most relevant areas. It not only teaches them the basic skills, but teaches them job and personal responsibility in the read world.

In conclusion, in this hopefully positive and responsible learning atmosphere, combining confident skill development and responsible students, the teacher can use these in his development to teach the responsible and positive students and in turn of course raise the reading scores, and most important raise the positive attitude toward reading.

APPENDIX

FORMS

(1) Interview Format

(2) Job List

(3) Parent Letter

(4) Company Information

(5) Company Policies/benefits

(6) Job Application

(7) Paycheck

(8) Time Cards

JOB LIST:

1. Assistant Manager
2. Attendance supervisor
3. Time card foreman
4. Area manager
5. Materials manager
6. Audio-visual technician
7. Pollution control officer
8. Maintenance engineer
9. Bookkeeper
10. Secretary
11. File clerk
12. Time card manufacturer
13. Rug maintenance officer
14. Public relations officer
15. Credit Union Clerk
16. Navigator of travels
17. Librarian
18. Tutor
19. Coffee break chairman
20. Employee chartkeeper
21. Personnel manager
22. School Calender keeper

Parents of a 7th grade Wellington Student

Dear Parents:

During your child's attendance in his seventh grade reading class he will become an employee of the Wellington Junior High School Co-orporation. As a member of this class he will be involved as a worker with workers responsibilities. He will apply for a class position through application and interviewing. As a working member he must abide by the following rules and sign this employment contract:

1. He must report to class on time with the necessary materials to work in class.
2. He must coop rte with his co-workers during class time.
3. He must do the best work possible during the class time.
4. He must be a responsible student in class and with his class position.

If you have any questions about the class or wish to visit, please inquire with your child or myself.

Please return this letter with your child's signature and your signature as a parent.

_____ Student _____ Date

_____ Parent _____ Date

_____ Teacher _____ Date

Sincerely,

Mrs. Pietrosky
Reading Teacher

COMPANY _____

This is a company information sheet. Please print the following information clearly and correctly.

Name: _____ Grade: _____

Address: _____

Phone Number _____ Age _____ Sex _____

List below your class schedule clearly and correctly.

Class	Teacher	Room#
Per 1		
Per 2		
Per 3		
Per 4		
Per 5		
Per 6		
Per 7		

Parents Name: (Father) _____ (Mother) _____

Parents occupations: (Father) _____ (Mother) _____

Principal Name: _____ School name: _____

Custodians Name: _____ Secretary: _____

Hobbies:

Sports:

Favorite Books:

Favorite TV Shows:

Favorite Movie:

PRACTICE CHECKS

No. _____

_____ 19 ____

Pay to
the order of _____ $ _____

No. _____

_____ 19 ____

Pay to
the order of _____ $ _____

No. _____

_____ 19 ____

Pay to
the order of _____ $ _____

Name: _____ Per. ____

	IN	OUT	DOCK	
F				
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W				
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Name: _____ Per. ____

	IN	OUT	DOCK
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Name: _____ Per. ____

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